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ABSTRACT

Since 1976, a special training program in educational administration for persons with a professional background in vocational education has been conducted at Northern Illinois University. This program is known as the New Opportunities in Vocational Education Project and has an affirmative action emphasis. This supplemental report of the project contains cases to be analyzed as a strategy for providing administrative training. Each case included in the book is based on situations which have been identified as "real" or "typical" by practicing vocational education administrators in Illinois. The different sets of background information, which are suggested for use in connection with the cases, include a diverse array of possible administrative positions, administrator characteristics, interfacing roles, and organizational settings and characteristics. The casebook includes a suggested format for dealing with each case, including guides for selecting the different "givens" or background information that might be used. In addition to the ten cases, the casebook also includes comments on the casebook and vocational education administration competency development; a guide to use of the casebook; a listing of related project documents; and an index to the cases. (KC)

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# VOCATIONAL EDUCATION ADMINISTRATION:

# A CASE STUDY APPROACH TO COMPETENCY DEVELOPMENT

## A NEW OPPORTUNITIES IN VOCATIONAL EDUCATION PROJECT

## SUPPLEMENTAL REPORT

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## I. ABOUT THE CASEBOOK

This casebook in vocational education administration was completed as a result of the work of the New Opportunities in Vocational Education Project and is part of the project staff response to the need for training materials necessary to fulfilling project goals. The project provided training for thirty-nine female and minority group vocational educators from 1976 through 1980. The diverse training needs of these individuals mandated the creation of such unique training materials as provided by this casebook.

Training provided through the project during its four year history included a wide variety of experiences and activities for project participants: project seminars; administrative internships; professional conferences, meetings, and workshops; on-site vocational program evaluations; examinations of vocational facilities; interviews with vocational administrators; and role plays, simulations, and case problem solving situations.

The central analytic activity which informed the form and content of these project events was an ongoing ethnographically-based project evaluation accompanied by analyses of project training components. In addition, continuing analyses and conceptualizations of the many internal and external variables which contributed to the success and/or compounded the problems of project training yielded new perspectives on options for providing training. The inclusion of this ethnographic component as part of the project provided a unique means and opportunity to examine and modify training in-process and to draw generalizations from and synthesize training processes and products.

Although many complex factors related to providing successful training

in vocational education administration remain, predictably, illusive, the ethnographic component of the project has also yielded frameworks for providing training that were previously absent and which apply not only to female and minority group educators but also to majority males. These frameworks assume that the development of vocational education administration competency must, for all educators:

- Be based on comprehensive and integrated rather than discrete and isolated conceptions or definitions of administrative "competency".
- Include the development of knowledge and skill related to gender, racial, and ethnic variables as well as other variables which profoundly impact vocational administrative processes.

The pedagogical implications of these assumptions point to case analysis as an instructional base and as a strategy for providing administrative training. This casebook therefore emphasizes the use of both a wide ranging set of administrative problem situations or cases and a framework for injecting and analyzing important variables in the cases as the pedagogical bases for development of competency in vocational education administration. The primary intent of the casebook is to assist practicing administrators and administrators in training to:

- Practice administrative problem solving in terms of the particular vocational education-related problems and issues presented in each case.
- Practice administrative problem solving in terms of the unique special considerations which may be expected to emerge when different sets of "givens" or background information are applied to each case.

The different sets of background information which are suggested for use in connection with the cases include a diverse array of possible administrative positions, administrator characteristics, interfacing roles, and organizational settings and characteristics. The casebook includes a suggested format for dealing with each case including guides for selecting the different "givens" or background information which might be used in each case.

Each case included in the book is based on situations which have been identified as "real" or "typical" by a practicing vocational education administrator in Illinois. In all, over fifty practicing vocational education administrators provided information which contributed to the development of this casebook.

Although some situations, background information, and terminology presented in the book may be more appropriate to one local area or state than another, the authors feel that the book as a whole presents common case problems and commonly understandable means for dealing with them regardless of the location of those who may use the casebook. Users of the book are encouraged to interpret the contents of the casebook, including the suggested means for dealing with the cases and the cases themselves, according to the requirements of their own local setting. In many instances, P.L.94-482, The Vocational Amendments of 1976 to the Vocational Education Act of 1963 provides a common basis for dealing with cases across different local areas and states.

The casebook is considered by the authors to be appropriate for pre-service, in-service, and advanced graduate training for both vocational administrators and other administrators who wish or need to become familiar with administration of vocational education programs. For the convenience of all who may choose to use this casebook, the authors have included in order: additional comments on the casebook and vocational education administration competency development; a guide to use of the casebook; a diverse set of cases in vocational education administration; a listing of related project documents; and an index to the cases included in the book.

## II. COMMENTS ON THE CASEBOOK AND VOCATIONAL EDUCATION ADMINISTRATION COMPETENCY DEVELOPMENT

What is the nature of "competency" in vocational education administration? No doubt as many responses to this question could be given as there are people who have any interest in the subject. In spite of many serious and careful efforts to arrive at common definitions, the specifics of administrative competence in vocational education often remain illusive.

The question is none the less an important one. For the way administrative competency is defined or thought of has a direct influence on:

- What persons are considered to be "administrative material".
- How administrative training is carried out.
- How practicing administrators are evaluated.
- What persons continue over time to administer vocational programs.

The assumptions that are made about vocational administrative competency in the context of this casebook are as follows:

- There are requisite sets of knowledge and skill related to administration that are common to all of the areas of educational administration, including vocational education administration.
- There are also requisite sets of knowledge and skill related to administration that are unique to the vocational field.
- The competent vocational administrator must be able to integrate the requisite knowledge and skill and exhibit meaningful and appropriate administrative behaviors.

- The competent vocational administrator must be able to effectively exhibit the appropriate administrative behaviors in a variety of situations involving many different problems and persons.

This casebook features the use of a wide ranging set of administrative problem situations or cases as a basis for competency development in vocational education administration. Each of the cases included in the book lends itself to "resolution" through discussion of the particular problems or issues presented and examination of alternative approaches to resolving the case. This approach is a commonly used one and has merit in that it may encourage consideration of various viewpoints and allow training participants to "try out" different resolutions and compare their merits in a relatively protected, low-risk environment.

A disadvantage of this approach is that it does not typically have a built-in system for considering viewpoints and resolutions which are not part of the immediate experience of the trainers and training participants. Training which is limited by the parameters of the experiences of the trainers and training participants may tend to be deficient in terms of both:

- The diversity and range of ideas and viewpoints which are brought to bear on problems and which therefore become part of the experiential base for the training participant.
- The opportunity for "error correction" in resolutions proposed to problems which may result from systematic exposure to a broad range of viewpoints and suggestions for problem resolution.

This casebook provides a system for systematically considering viewpoints and information which may not be part of the immediate experience of any single training group while at the same time encouraging open discussion of the issues in each case. This particular aspect of the casebook is most important. An explanation of the organization and suggested use of the casebook is contained in section III. Guide to Use of the Casebook below. In short, differing sets of possible background information are suggested for use in connection with each of the cases. It is intended that the background information for each case be chosen by the trainer and training participants from among the following:

- Possible roles included in or relevant to the case (including vocational administrator roles; other administrator roles; state education agency roles; teacher roles; student roles; and community roles).
- Possible characteristics of persons in each role included in or relevant to the case (including gender; racial or ethnic group; age group; vocational area background; experience, knowledge, or skill level; and personal style, attitudes, and values).
- Possible educational organizations included in or relevant to the case (including area vocational center; local district; community or junior college; state corrections institutions; and state or regional agency).
- Possible characteristics of each educational organization included in or relevant to the case (including setting; size; level; program type; and funding factors).

The particular backgrounds or "givens" should be chosen for each case to reflect the backgrounds and interests of the trainers and the training groups. These givens should also be chosen to be responsive to important problems in vocational education administration and to the respective differences in backgrounds and interests of members of the training group. Most important, the givens chosen should encourage users of the casebook to deal with problems, issues, roles, settings, and situations which are outside or beyond their immediate experience.

This procedure is intended to assist in broadening the training experience which the participants can ultimately bring to bear on real administrative situations and to increase the degree of practice which each participant has with each type of problem, given different background conditions. In this casebook, the assumption is made that such a broad training base is essential to competency development.

As a final note, the authors wish to suggest that dealing with the cases presented in this book will tend to be more productive for individual members of a training group and the group as a whole if each person can enter the training experience with at least a basic level of familiarity with the field of vocational education as a whole and the roles and responsibilities of vocational administrators. It is therefore suggested that the entry skills of the members of the training group be assessed prior to use of the casebook and appropriate preparation activities be pursued by each individual. Some individuals may require extensive preparation while others may require little or none.

A guide to use of the casebook is presented in the following section.

## III. GUIDE TO USE OF THE CASEBOOK

In recognition of the need for the development of knowledge and skill related to gender, racial and ethnic variables and other variables with high salience for vocational administrative processes, the authors have provided a structured format for dealing with each case. Consistent use of the suggested format is of the utmost importance if the implications of each case are to be fully explored. The suggested format for dealing with each case has four major components:

- Selection and Examination of the Case to be Resolved
- Selection of the Background Conditions or Givens for the Case
- Application of a Problem Solving Process to the Case
- Analysis and Critique of the Case Resolution

An explanation of suggested procedures for implementing each of these components follows.

### A. Selection and Examination of the Case to be Resolved

Selection of the case to be resolved should be based on the learning needs and interests of the training group. When a training group represents gender, racial, or ethnic diversity, it is especially important to provide opportunity through the case selection process for members of the group to express their own priorities and interests. The simplest procedure for eliciting these preferences is for members of the training group to suggest cases to be resolved and to then explore as a group the reasons why a particular case has high importance. This case selection activity also tends, especially early in the training sequence, to provide a display of

group norms and concerns which can then inform other components of the case resolution format. This process of examination of each case should also point to the types of background conditions or givens to be applied to each case.

B. Selection of the Background Conditions or Givens for the Case

Background conditions or givens for the case can be selected from each of four banks of variables:

- Roles included in or relevant to the case.
- Characteristics of persons in each role.
- Educational organizations included in or relevant to the case.
- Characteristics of each educational organization included.

Thus the case may involve a district director who is a thirty year old Anglo-American female with little or no experience who is assertive and very task oriented. A taxonomy of each of the four banks of variables is shown below. Note that the categories provided in the taxonomy are not all discrete, nor is the taxonomy itself complete.

In most of the cases included in this work, some aspects of the role, role characteristics, organization, or organizational characteristics are included in order to make the case readable. However, the background conditions and givens can and should be elaborated and manipulated at the discretion of the training group in order to fully explore the case. In a sense, each case in this casebook can be transformed into many cases depending on how the background variables are changed. It is important that the taxonomies of variables be applied systematically

to each case whenever appropriate to assure that the potential for exploring diversity through these formats is realized.

The authors are convinced that any administrative problem would present significantly different considerations for a thirty-year old female Anglo-American with little or no experience than it would for a forty-five year old black male with ten years experience as a shop foreman prior to his appointment as an administrator. The viewpoints of both these persons as well as others should be explored in order to come to grips with the range and complexities of administrative competencies required to deal successfully with a problem. The taxonomy of variables for application to each case follows.

1. Possible Roles Included in or Relevant to the Case

   a. Vocational Administrator Roles

      1. District Director
      2. Area Center Director
      3. Community College Dean
      4. Department Chairperson
      5. Building Coordinator
      6. Other

   b. Other Administrator Roles

      1. Superintendent
      2. Central Office Administrator
      3. Building Principal
      4. Supervisor
      5. Director of Special Education
      6. Other

   c. State Agency Roles

      1. Superintendent of Instruction
      2. State Director of Vocational Educator
      3. Regional Director
      4. Other

   d. Teacher Roles

      1. Vocational Teacher (of _____)
      2. Non-Vocational Teacher (of _____)
      3. Other

e. Student Roles

1. Vocational Students
2. Non-Vocational Students
3. Other

f. Community Roles

1. Parents
2. Non-Parent Taxpayers
3. Employers
4. Advisory Committee Members
5. Community-Based Agency Representatives
6. Other

2. Possible Characteristics of Persons in Each Role Identified as Included in or Relevant to the Case

a. Gender

1. Male
2. Female

b. Ethnic or Racial Group

1. Anglo-American
2. Black-American
3. Spanish-American
4. Native-American
5. Other

c. Age Group

1. Under 20
2. 21-29
3. 30-44
4. 45-54
5. 55-65
6. Other

d. Vocational Area Background (if applicable)

1. Home Economics
2. Agriculture
3. Business and Office
4. Distributive Education
5. Trades and Industry
6. Health
7. Other

e. Experience, Knowledge, or Skill Level

1. Entry Level
2. Moderately Experienced
3. Experienced
4. Other

f. Personal Style

1. Relationship Oriented
2. Task Oriented
3. Assertive/Aggressive
4. Non-Assertive/Passive
5. Calm/Relaxed
6. Tense/Excitable
7. Other

g. Attitudes and Values

1. Supportive (of _____)
2. Non-Supportive (of _____)
3. Neutral (to _____)
4. Other

3. Possible Educational Organizations Included in or Relevant to the Case

a. Area Vocational Center
b. Local District
c. Special Education Agency
d. Community/Junior College
e. State Corrections Institution
f. State and Regional Agency
g. Federal Agency
h. Other

4. Possible Characteristics of Organizations Included in or Relevant to the Case

a. Setting

1. Urban
2. Suburban
3. Rural
4. Other

b. Level

1. Community/Junior College
2. High School
3. Junior High or Middle School
4. Elementary School
5. Other

c. Size of Educational Organization (Pupil Enrollment)

1. Over 2500
2. 1500-2499
3. 750-1499
4. Under 750
5. Other

d. Vocational Program Area

1. Home Economics
2. Agriculture
3. Business and Office
4. Distributive Education
5. Trades and Industry
6. Health
7. Other

e. Funding Factors

1. Local Vocational Education Funding
2. Receiving Federal or State Vocational Education Funding
3. Receiving Other State or Federal Grants or Categorical Funds
4. Other

A sample worksheet for selecting and recording a profile of the characteristics of the role encumbent(s) who will be the focus of each case analysis is shown in Figure 1. Similarly, a sample worksheet for selecting and recording a profile of organizational characteristics is shown in Figure 2. Roles and role characteristics and organizations and organizational characteristics can be taken from the taxonomies presented above. Other descriptors can be added as needed. Each member of the training group should make notes on the specific role and organizational profiles for reference as they work on the resolution of each case. In most instances, changing a single descriptor will cause a significant difference in considerations indicated or required for case resolution.

C. Application of a Problem Solving Process to the Case

As the next stage in the case resolution process, the training group should engage in a problem solving process for the case with respect to both actual content of the case and impacts of the role and organizational characteristics assumed as givens (as in Figures 1 and 2). A suggested format for problem solving is indicated below.

1. Identify the Problem

   a. Identify problem(s) contained within the case selected.
   b. Identify problem(s) as others (e.g., administrators, teachers, students, parents, community) might see them.

2. Examine the Problem

   a. Identify and examine important causal or contributing factors to the problem.
   b. Identify and examine important or key variables to consider in resolving the problem.

| | PROFILE OF ROLE CHARACTERISTICS | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| RELEVANT ROLE(S) | Gender | Racial/Ethnic Group | Age Group | Vocational Background | Experience/ Knowledge/ Skill Level | Personal Style | Attitudes and Values | Other |
| 1. Role One: _____ | | | | | | | | |
| 2. Role Two: _____ | | | | | | | | |
| 3. Role Three: _____ | | | | | | | | |
| 4. Role Four: _____ | | | | | | | | |
| 5. Role Five: _____ | | | | | | | | |

FIGURE 1

Sample Worksheet for Generating Profiles

of Role Characteristics for Use in Case Resolution

| RELEVANT EDUCATIONAL ORGANIZATION(S) | PROFILE OF ORGANIZATIONAL CHARACTERISTICS | | | | | |
|---|---|---|---|---|---|---|
| | Organizational Setting | Organizational Level | Size/Pupil Enrollment | Vocational Program Area | Funding Factors | Other |
| 1. Organization One: _____ | | | | | | |
| 2. Organization Two: _____ | | | | | | |
| 3. Organization Three: _____ | | | | | | |
| 4. Organization Four: _____ | | | | | | |
| 5. Organization Five: _____ | | | | | | |

FIGURE 2

Sample Worksheet for Generating Profiles

of Organizational Characteristics for Use in Case Resolution

c. Identify and examine causal factors and key variables as others (e.g., administrators, teachers, students, parents, community) might see them.

3. Examine Information Sources

a. Identify and examine information sources expected to be used in solving the problem, kinds of information expected from each source, and use of all information.
b. Identify and examine legal requirements which relate to the case and impacts on resolution.

4. Examine Alternative Solutions

a. Identify and examine both short and long range actions to resolve the problem, rationale for actions, and anticipated outcomes.
b. Examine relationships between short and long range actions and weigh relative strengths and weaknesses as seen by self and others (e.g., administrators, teachers, students, parents, community).

5. Resolve the Problem

a. Specify a plan of action for resolving the problem. Include short and long term actions, rationale, anticipated outcomes, and plans for dealing with implementation problems.
b. Since even the best plans have some negative consequences, specify major problems which could result from implementation of the action plan and indicate how these might be remediated or why the problems which might result are acceptable.

It should be noted that this problem solving process is exemplary of the kind of process which might be utilized for case resolution. The suggested emphasis here is on systematic attention to both alternative viewpoints and related information, activities, and decisions.

D. Analysis and Critique of the Case Resolution

As a final step in the case resolution process, the training group should analyze and critique the case resolution with respect to both the merit of the resolution and the possible impacts of the different given

or chosen roles and role characteristics and organizations and organizational characteristics utilized in the case (see again items A, B, and C and Figures 1 and 2). Criteria for evaluating both individual and group performance, the quality of the case resolution, and the group's ability to fully explore the implications of the different role and organizational variables applied to each case should be developed by the training group. It is suggested that these criteria be consistent with the intents and assumptions of this casebook as previously discussed and again reflect the particular needs and interests of the training group.

The cases in vocational education administration which have been produced through the work of the New Opportunities Project are presented in the following section.

## IV. CASES IN VOCATIONAL EDUCATION ADMINISTRATION

The cases in vocational education administration which were developed through the work of the project represent a wide ranging and diverse set of administrative problem situations. These case problems are based on situations which were identified as "real" or "typical" by one or more practicing vocational education administrators. The inclusion and particular form of each case and the procedures previously suggested for resolving each case reflect the interests of the project in contributing to the development of a broad administrative training base for all vocational educators, including females and minority males and majority males.

A total of sixty-five cases are included in the casebook. Each of these cases presents a number of important issues and would require a broad application of administrative knowledge and skill to resolve. However, for the purposes of this casebook and the convenience of the training group, the cases have been sorted into ten categories:


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| • H. Finance of Vocational Education | 73 |
| • I. Advisory Committee, Board, and Community Relationships | 78 |
| • J. Vocational Facilities and Equipment | 84 |

The ultimate goal of dealing with the cases presented in each category is again to develop a broad base for understanding administrative problems. Members of the training group are therefore encouraged to approach the cases in ways which force confrontation of problems, issues, roles, settings, and situations which are outside or beyond their immediate experience. To this end, readers are referred again to the case resolution procedures recommended in III. Guide to Use of the Casebook:


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The essence of these procedures is to select an appropriate case; to choose and manipulate the givens for each case to allow consideration of different viewpoints and to force confrontation with the impacts of different givens on case resolution; to apply a disciplined problem solving process to the case; and to evaluate the case resolution in light of viewpoints and complexities confronted. An index of the categories and titles of cases is presented in the sixth and final section of this casebook (pp. 90-93).

## A. SUPERVISION OF INSTRUCTION

### A.1. An Accident at the Cosmotology Training Site

The district director of vocational education must frequently deal with problems which occur with students in the community and outside the district. In this instance, twelve eleventh grade students had been taken on a regularly recurring trip in a school-owned bus to a downtown cosmotology training site. Training is provided to district students at this site under contract with the district. While at the site, one of the students made arrangements, without permission, for a friend (of the opposite sex and also a student in the same high school) to provide a ride back to the high school. The bus left for the return trip to the high school without the student.

While waiting in the cosmotology school parking lot for the friend to arrive, the student was hit by a car. The student's injuries included scrapes and abrasions and a broken left ankle. The driver of the car which struck the student is an instructor at the cosmotology school. Police investigation disclosed that the driver is unlicensed and uninsured. After learning of the accident, the parents of the injured student demand that the high school principal discipline both child and friend for their behavior. It is strongly suggested that the parents feel the need of help from the school in controlling the student.

What are the moral and legal responsibilities of the district in this case? What specifically are the district's liabilities? What can be expected to occur with regard to insurance coverage? What role might published district policy and the contents of a high school student handbook play

in determining the district's legal responsibilities? How should the district deal with the request for the principal to discipline student and friend? What should be the roles of the principal and the district vocational director in handling this situation? What specific actions can and should the director take? How can a recurrence of a problem of this type be avoided?

### A.2. Carelessness In The Teaching Laboratories

The building level director for vocational education is concerned about the careless way that several teachers in the building manage their teaching laboratories. The director has observed that an industrial arts teacher does not always properly supervise equipment and that tools are frequently misplaced or missing. It has been reported that some students have stolen tools from the area. A home economics teacher does not always see that the kitchen area is clean and equipment put away after each class. Other similar instances have been observed with other teachers and the director has resolved to remediate these situations immediately.

When the director's concerns were communicated to the teachers in question, the teachers' responses included the following: "I do the best I can." "I have too many preparations and too many students to manage the lab any differently." "Other staff use my room during my planning period and I can't control the condition they leave it in." "I share the lab with other teachers and refuse to clean up their messes."

Can and should the director insist that these teachers immediately change the way they manage their teaching laboratories? What factors

should the director consider in making th[illegible]cision? What specific actions can and should the director take? What k[illegible] support and follow-up activities should the director consider? [illegible]he situation does not improve, what alternatives would the director have for resolving the problem?

## A.3. The Use Of Safety Glasses In Agricultural Mechanics

A provisionally certified agricultural mechanics teacher with eight years of teaching experience in a high school and a reputation for being a good teacher is opposed to the use of safety glasses in the agricultural mechanics shop. The teacher feels that the glasses are cumbersome and that they are unnecessary because they are not used in industry. The teacher and the students are frequently seen without safety glasses while working in the shop.

The high school department chairperson for vocational education is aware that the state code specifies that safety glasses must be worn in the agricultural mechanics shop. The chairperson is also concerned about OSHA standards and the school's moral and legal responsibilities to both the teacher and the students. The chairperson has told the teacher that safety glasses must be worn, but violations occur on a daily basis.

What factors should the chairperson consider in resolving this situation? What options does the chairperson have for assuring that the teacher and students consistently comply with the regulations? In what ways if any should any other school or district administrators be involved? What specific course of action should the director take? Should the director be concerned with establishing authority over the teacher in this situation?

## A.4. Implementing A New Instructional Program

One of the responsibilities of the area vocational center director is coordination of instructional development. In order to fulfill this responsibility, the director has hired expert staff members for a new area center for each of the areas of vocational instruction. The new department chairpersons have been employed fulltime beginning July 1. They have been given full reign over their curriculum development since the director is not and cannot be an expert in each of the areas offered at the vocational center. Working together and through informal contacts with the new teachers, the department heads determine by August 1 that the best method of instruction for the center's programs is an individually guided instructional approach.

The new teachers' contracts begin on September 1. Some of the teachers have previously worked with an individually guided instructional approach. The chairpersons have limited discretionary funds with which to pay teachers for work prior to the contract starting date.

The area vocational center will open for the first time on September 7. Twenty-three feeder schools will send approximately 1600 eager students ready to learn about the specific area of vocational education of their choice. These students have never been taught by the individually guided instructional approach chosen by the new staff members.

What possible problems in implementation of the new programs can be anticipated prior to the opening of the center to students? What actions can the director, chairpersons, and teachers take to avoid or minimize the effects of such problems?

## A.5. Using The Office Practice Class To Do School Clerical Work

Six weeks after the beginning of the school year, the chairperson of the vocational education department (building level) is called into the principal's office and told that since the school is short of secretarial help, the office practice class must type all the school report cards in the Fall and the accreditation reports in the Spring. Further, the principal indicates that this situation will continue the following year. The department chairperson knows the office practice teacher has detailed instructional plans for the class and will be extremely displeased by these proposed projects, in part because they will interfere with these plans.

How should the department chairperson react to the principal's request? What if any contact should the chairperson have with the district director of vocational education on this problem? How can this problem be resolved to the satisfaction of the department chairperson and the office practice teacher? If the request must be met, how and when should the chairperson communicate the request to the office practice teacher? How can any instructional problems be minimized?

## A.6. A "B" Student Fails

A business education student was about to fail and be dropped from an advanced typing class. The parents and student made an appointment to discuss the problem with the High School principal. The parents explained to the principal that since their child had passed beginning and intermediate typing courses with a grade of "B", they couldn't understand why their child was now doing so poorly in the advanced typing class. When asked

by the principal for information, the teacher of advanced typing explained that the student was a "two finger typist" who did not "know the keyboard" and could therefore not possibly expect to participate successfully in the advanced typing class or hope to qualify as a typist. The parents, the student, and the principal were disturbed about this situation.

The principal advised the parents and student that the situation would be investigated and promised to meet with the parents in one week to discuss the problem further. After the departure of the parents and student, the principal contacted the vocational education department chairperson and asked for an explanation of how a "B" student could be so apparently ill-prepared for an advanced class. The principal was further disturbed to learn that the chairperson was not only not aware of the particular student's problem but also was not surprised that such a situation could occur. The principal then requested a meeting with the chairperson for the following day to discuss the matter further.

How should the vocational department chairperson prepare for this meeting? What questions should the chairperson anticipate? What information should the chairperson be prepared to provide? What roles should the chairperson and principal play in articulation of vocational programs? What specific actions should be taken and by whom with respect to the student and the teachers who have been responsible for instruction of the student in typing? What policies and procedures might be established to avoid recurrence of a similar problem in the future? How can the principal and chairperson ensure that similar problems are not now occuring with other students in the vocational department?

## A.7. Club Activities in Cooperative Education

A district's cooperative education coordinators do not involve their cooperative education students in local, area, and state youth organizations despite the district vocational education director's belief that these activities should be an integral part of the cooperative education program. Reasons given by the staff for their lack of interest in participating in youth organizations are as follows:

1. Cooperative education students are already involved in too many school activities.

2. Some of the area and state activities involve overnight sessions. The coordinators feel they cannot trust the students to act appropriately in such situations.

3. The money to attend area and state level club functions must be earned through fund-raising activities. The coordinators feel that too much class time has to be devoted to these fund-raising activities.

How can the vocational education director convince the cooperative education coordinators that involving their students in area and state level club activities (youth organizations) would be worthwhile? Are there legitimate arguments which can be raised in support of the staff's resistance to such involvement? Should the director attempt to provide special support for the staff to test student participation in these programs? What specific actions should the director take in this instance?

## A.8. The Cooperative Work Program Coordinator Has An Afternoon Job

The vocational educational director in a high school district has recently learned that one of the district's cooperative work program coordinators has been abusing the released time provided for program coordination by holding down a second job in the afternoon. The coordinator completes the required student evaluations by mail but seldom makes required on-site visits.

The board of education has learned of this situation and is now calling for the termination of all cooperative work programs. There are eight other coordinators in the district, all of whom are responsibly doing their jobs. The director had been unaware of the activities of the erring coordinator but it appears clear that the coordinator has violated the negotiated contract which is in force for all of the district's professional staff.

What role can/should a district vocational education director play in managing a negotiated contract? What actions should the director take in this instance with respect to the cooperative work program coordinator? How can the director contribute to the retention of the district cooperative work programs? What steps can be taken to insure that such contract violations would be unlikely to occur in the future? What steps can be taken to insure that the director is more aware of the activities of the vocational program's professional staff?

## A.9. The Print Shop Teacher Is Also A Coach

The high school print shop instructor is an excellent coach of both cross country and basketball and consistently produces winning teams. The team members are very happy with the coach's performance as are the parents and administration. All seem to feel that the instructor's coaching duties are as or more important to the school than instructional performance.

The only person who appears unhappy with this situation is the vocational education department chairperson. From September to March each year, during cross country and basketball seasons, the print shop instructor never attends a department meeting, is never available to work in the shop after school, and clearly has priorities set more for success in coaching than in teaching. While the instructor's overall teaching performance is good, the chairperson feels that the graphic arts program is suffering from the intrusion of the instructor's coaching duties. Not only does the instructor not participate in program evaluation and development activities, the instructor also is not able or willing to give students the extra help and attention that they need. Furthermore, the principal continually reinforces the instructor's behavior through praise and other internal rewards.

How can the vocational department chairperson resolve this situation? What relative weight should be placed on curricular versus cocurricular activities? Should the chairperson attempt to have these coaching assignments changed so that the instructor is more available for teaching duties? What role should the personnel evaluation process play in this situation?

How should the chairperson communicate with the principal? Should the district director of vocational education be made aware of this situation? If so, how and by whom? What other issues are presented in this case?

### A.10. Dealing With Student Complaints About A Teacher

An Academic Dean of a large community college is confronted with a continuing personnel problem. Fifty to sixty percent of the students who enroll in the classes of a middle-aged, female, tenured faculty member withdraw during the first few weeks of class. In addition, many students complain about the instructor's teaching practices, which they maintain are arrogant and unfair. Although the instructor has been employed by the college for ten years the problem has become apparent only in the last three years. The dean has observed that the instructor:

1. Is involved in more grade appeals than any other instructor.
2. Is convinced of the quality of her own instruction and her ability to weed-out unqualified students.
3. Consistently mentions the details of her "mid-life crisis" to classes.
4. Is visibly upset by students' questioning of her class lectures.
5. Is very resistant to any suggestion that she needs to change her teaching practices and attitudes toward students.

The dean has formally evaluated this instructor and initiated appropriate remediation procedures. The instructor has been confronted with students' complaints; urged to self-evaluate her own class instruction; and provided

with evidence of the high academic ability of many of the students who withdraw from her classes. No behavioral change has been observed by the instructor's peers, students, or the dean.

What factors should the academic dean consider in determining how to deal with this situation? What federal and state laws would apply? How might any contract provisions influence the dean's thinking? What responsibility does the college have to the instructor as opposed to its students? What alternatives does the dean have? What specific actions should the dean take?

### A.11. Supervising The Cooperative Education Coordinators

The chairperson of the cooperative education program is caught in the middle of a staff supervision problem. The teacher coordinators are given time during the school day to supervise their students "on the job". The director of career and vocational education is concerned that the teacher coordinators may be abusing their freedom and not actually supervising students during the times alloted for them to do so. The director has, therefore, instituted a sign-out, sign-in system and has begun the practice of calling the student work sites to confirm the presence of the teacher coordinator. The teacher coordinators, in turn, feel that they are not being treated as professionals and are being embarrassed in the presence of the business people who employ the students.

How can the chairperson of the department assist the coordinators to be accountable and at the same time respond to their objections to the new

supervision techniques? What alternative supervisory strategies might be utilized in this situation? What roles should be played by the director and the chairperson? What specific actions might the chairperson take?

## B. STAFF SELECTION, EVALUATION, AND DEVELOPMENT

### B.1. Selecting A Vocational Teacher

It is the policy of a particular high school to have the vocational department chairperson (building level) participate in interviews of candidates applying for vocational teaching positions in the school. In this situation the candidates were applying for a job to teach in the auto mechanics program. In the final analysis the principal and the department chairperson strongly disagreed on which candidate should be hired. The department chairperson preferred the candidate who was thought to be most competent for the position and who had excellent credentials. The principal preferred the candidate who had only acceptable credentials but who was willing to sponsor an extra-curricular activity. A sponsor for this activity was badly needed in the school.

What involvement should the district vocational director have in this situation? What actions should be taken by the director, the principal, and the chairperson to resolve this situation? What part should such extra-curricular considerations play in staff selection decisions?

## B.2. Union Input To The Teacher Selection Process

The director of an area vocational center is experiencing difficulty with a trade union over the hiring of staff for the center. Specifically, the trade union has objected to the appointment of a machine shop instructor who is qualified in the area and who has fifteen years experience as a teacher. The appointment has been approved by the school board and the union has gone to the board to have the appointment disapproved. Further, moved to action by this particular case, the trade union has asked the board for power to select the instructor who will be hired and to select other instructors in the future.

How should the area center director respond to this situation? What role if any should trade unions play in hiring professional staff for vocational programs? What procedures should be followed in hiring staff for a vocational program? How can these procedures be communicated to the various trade unions so that their cooperation and assistance with the vocational programs is not jeopardized?

## B.3. Not Enough Time For Staff Development

The district director of vocational education is particularly concerned at this time with development of the district vocational education teaching staff. All district teaching staff work under the conditions of a contract negotiated between the local teachers' association and the district Board of Education. The contract stipulates that staff development activities shall be scheduled either on the two days per year designated as inservice

days or during the regular school day on a released-time basis. No teacher can be required to participate in staff development activities which occur after the normal school day.

The director provides as many staff development activities as possible on scheduled inservice days, but both frequent new developments and major district needs necessitate providing additional staff development time. Such major needs include responding to the evaluation of district programs by the state education agency; staff participation in writing the annual and long range plan for vocational education in the district; conducting local needs assessments; curriculum development; and adhering to state and federal guidelines for sex equity and services for handicapped, disadvantaged, and limited English speaking ability (LESA) students. The director prefers not to use staff released time for these purposes because the substitute teachers who are available frequently cannot carry out planned instruction and the programs thus suffer.

How can the director meet the staff development needs of vocational education teachers in the district? Can/should the director consider offering incentives to teachers to encourage them to volumtarily work after the normal school day? If so, what kinds of incentives can be offered? What alternatives does the director have to resolve this situation? What specific course of action should the director follow?

### B.4. An Administrative Intern Is Asked To Evaluate Teachers

An administrative intern to an experienced director of an area vocational center is eager to provide whatever assistance possible in order to

learn both the art and science of administration. The intern has just been asked by the director to assist in the evaluation of first year teachers. The intern is certified in business education and holds an appropriate administrative certificate. The director is firmly convinced that this will be an excellent learning experience for the intern.

But the intern is concerned about some aspects of the proposed assignment. The intern does not feel competent to evaluate teaching performance in vocational areas outside of business education; is concerned about the legality of the proposed activity; and is not sure that this is an appropriate activity for an administrative intern.

Should the intern voice these concerns to the director? How could this be done without appearing to be unwilling or unable to take on administrative responsibility? What are the legal questions involved in this situation? What actions should the intern ultimately take? What implications are presented in this situation for relationships between subordinates and superordinates?

### B.5. Should The Auto Shop Teacher Be Terminated?

A high school auto shop teacher has received marginal evaluations during the probationary period and has failed to remediate all of the areas of weakness identified, including the required number of work experience hours for full certification. The director of vocational education must make a recommendation to the principal to either place the teacher on tenure, retain on probationary status, or terminate.

The director's decision is complicated by the fact that the teacher voluntarily counsels and assists students and is very popular with students and parents. The teacher also has many supporters on the high school staff based in part on the fact that the teacher provides free minor auto repairs and advice to staff members.

What factors should the director consider in making the personnel recommendation? On what basis can/should the director evaluate quality of teaching? What procedures should be followed to assist the teacher to remediate areas of weakness? What procedures should be followed to terminate the teacher? What course of action should the director take in this situation? In what way if any should the principal be involved in the director's decision?

## C. PROGRAM EVALUATION AND DEVELOPMENT

### C.1. Academic Achievement At The Cost Of Vocational Education

A new principal with a reputation for being a "back to basics" administrator was assigned to a large urban comprehensive high school. The principal was given a mandate from the district superintendent to upgrade the quality of the school's academic programs and to raise the students' academic achievement scores. At the first faculty meeting of the school year, the principal announced that: (1) all discretionary funds would be expended on the academic program for a two year period; (2) while vocational programs would still be offered in the school, student enrollment in these programs would not be encouraged; and (3) no special assemblies, trips, or events would be scheduled for at least the first year.

While there were pockets of disgruntlement with these announced procedures throughout the school, the reactions of the vocational education staff ranged from discouragement to outrage. The school's vocational programs, which had enjoyed a reputation for excellence, were now viewed by the staff as "at risk" in terms of student enrollment and ultimately program quality. The vocational education staff has demanded that the building coordinator for vocational education "do something" and has threatened to go directly to the superintendent if the situation is not altered.

What is the appropriate role of the building coordinator for vocational education in this situation with regard to the staff, the principal, the district director of vocational education, and the superintendent? What position can/should the coordinator take? What specific actions can/should the coordinator take?

### C.2. A New Reprographics Program: Yes or No?

The director of an Area Vocational Center (AVC) which is located in a large metropolitan area has learned that many area businesses, pressed by the increased costs of printing and increased paper flow, are considering or have established their own in-house printing (reprographics) operations. The director determines through a needs assessment survey of potential employers that there is a need for trained reprographers to fill positions in area businesses. Further, the businesses have specified that they will give priority in hiring to individuals who are trained in photo-typesetting, photo-copy camera operations, offset printing, design and layout, clerk

typing, proof reading, and composer typesetting.

Reprographics is a new field which has not yet been included in the State Directory of Occupations. The vocational center has not previously offered a training program in reprographics and has no capital investment in appropriate equipment. Much of the required equipment has just recently been developed and marketed. Physical facilities to house such a program are limited but could be made available in the center. Neither the existing staff nor the director are trained in reprographics. Finally, the director has also learned that a community-based organization is considering establishing a reprographics program and has already contacted local, state, federal, and private agencies about governing rules and regulations and funding.

Should the director establish a reprographics program in the Area Vocational Center? In what ways should the activities of the community-based organization influence this decision? What influence might existing unions have on this decision? If the program is to be established by the center, what ties if any should the program have with the community-based organization? How could the program be funded? How could persons with appropriate work experience and education be found to staff the program? What consideration would need to be given to salary level and state certification for this staff? What actions would the director need to take to establish this program? What role should the advisory committee play in making these decisions?

### C.3. Adding A Word Processing Course To The Business Education Curriculum

The business education department chairperson, after having attended numerous workshops and seminars, has determined that a new course in word

processing should be added to the high school business education curriculum. Machine transcription is already offered by the staff, but no staff member has more than minimum experience with word processing. Clearly, the establishment of a word processing course would require inservice training of the staff. The staff could thereby gain appropriate skills and information and work out any problems in articulating the new course with the existing curriculum. But the staff has been resistant in the past to formulating new courses and especially resistant to inservice training that forces them to master new skills.

What roles should the business education department chairperson, high school principal, and district vocational education director play in determining whether the new course should be offered? What procedures would need to be followed to have the new course approved, funded, and implemented? What actions should the chairperson take to gain staff support for a new course in word processing and the inservice necessary to assure that the course would be competently taught? What specific recommendations might be made for articulating the new course with the existing curriculum? What role should the advisory committee play in making these decisions?

### C.4. Establishing A Career Information Center

The building vocational education director of a large suburban high school, in response to student concerns and inquiries about vocational/career options, has recognized a need to establish a complete and up-to-date career information center in the school. The director anticipates that such

a center, to house a good collection, will require space equivalent to the size of one classroom. The center will also require supervision by existing staff.

As the director begins to investigate the possibility of establishing such a center, the school's librarian and principal communicate their resistance to the idea. The librarian does not want the career center to be located in the library or to be the responsibility of the librarian. The principal concedes that there is some need for a career center in the school but thinks that a small amount of shelf space in the library should be sufficient. The guidance staff does not object to the center and is willing to locate the center in the guidance office. But the guidance staff feels that the center should be the responsibility of the vocational staff. The vocational staff feels that either the director or the guidance staff should take responsibility since this is "part of their jobs".

What arguments can be posed for and against establishing a career center in the high school and housing it in any particular location? What factors should the vocational director consider to reach a decision on the career center? What actions can/should the director take to implement the appropriate decision? How can the director gain the support and cooperation of those staff members who may need to contribute to the effective operation of a career center? What role should the principal play in these decisions?

### C.5. A New Career Education Program Flounders

A new career education program has been instituted in a school district. The district vocational education director, with the support of the assistant

superintendent of curriculum, headed the committee which developed the program. Members of the committee included high school staff members in various course areas relating to vocational education as well as the librarian and the social science teacher. Representatives from the teaching staff of the elementary schools also participated as well as the home economics and industrial arts teachers at the junior high. The learning center directors and the high school librarian actively participated and agreed to take the responsibility for operating the program through the learning center in the elementary schools and through the high school library. They also agreed to prepare career information packets for dissemination to the various classes upon request. District teachers seemed to be enthusiastic about the program.

A parent volunteer program has also been instituted in the district to assist the librarians and learning center directors to prepare the career information packets for teachers. Parents also assist in compiling names of professional people who are willing to talk to students about career choices. This work has been completed, but staff members, who initially seemed enthusiastic, have not been utilizing the career information packets or the speakers list. Teachers have indicated that they have not been using these materials because of the preparation and scheduling time required.

What factors should be considered in evaluating the status of the new career education program? Who should take responsibility for evaluating and improving the quality of the program? What actions can/should the district vocational education director take in this situation?

## C.6. Upgrading The Health Occupations Sequence

A given district does not participate in an area vocational center. The school board has decided that existing programs in the high school are of adequate quality and diversity. The high school vocational department chairperson is interested in upgrading and expanding the school's health occupations sequence but does not have personnel who are capable of handling the teaching tasks that would be involved. Currently, the school nurses are assigned to teach courses in the health occupations area, but the chairperson finds that their work is unsatisfactory. Without new monies, there is no chance in the near future that the chairperson will be able to replace the nurses with better qualified instructional personnel.

What steps can the chairperson take to strengthen the school's health occupations program? What new funding sources might be investigated by the chairperson? How can the chairperson demonstrate that this program should be upgraded and expanded? How can the chairperson assist the school nurses to perform instructional duties at a higher level? What long range plans should the director make to strengthen the program? What alternatives are available to the chairperson?

## C.7. Should A Program For Potential School Dropouts Be Continued?

Two junior high schools in a local district have for two years offered work experience cooperative education programs (WECEP) for fifteen and sixteen year old potential school dropouts. Each of the programs is coordinated by a vocational teacher-coordinator in the building. The

teacher-coordinators are responsible to their building principals. One of the principals has been very supportive of the district's WECEP programs and the other less so. The teacher-coordinators and the programs are also under the supervision of the district director of vocational education.

The district's standards for determining that a student is succeeding in the WECEP program are that the student shows improvement in attendance, attitude, discipline, and grade point average. As a result of a recent internal evaluation and needs assessment coordinated by the district vocational director, it was learned that students in the WECEP programs have experienced different success rates on the four different program standards. Further, the programs' overall student success rates are not as high as the director had anticipated. The overall dropout rate has in fact declined only slightly since the institution of the programs. The director is now being pressured by one principal to continue the programs and by the other to discontinue them. Both teacher-coordinators continue to be supportive of their programs.

What legitimate arguments can be raised for and against continuing this special program for potential school dropouts? What factors should the director consider in responding to this situation? Can such a special program be offered in one of the district's junior high schools and not in the other? What standards for determining overall success of the programs should be established? Who should participate in determining these standards and in deciding the fate of these district programs? What specific course of action should the director take in this situation?

## C.8. A New Director Confronts The "Dumping Ground" Stigma

In many schools and communities, vocational education carries the stigma of being a "dumping ground", a haven for non-college bound students and a last resort for students who are "academic failures". This is a view which may be shared by school staff, students, parents, and community alike.

A new director of vocational education, confronted by low enrollments, is aware that this stigma is carried by the district's vocational education programs. In trying to understand and begin to change this situation, the director also learns that the district's guidance staff and teachers routinely advise students to avoid taking courses in the vocational programs. A further complicating factor is that one vocational program, which would ordinarily enroll a large number of high school students, is housed in a junior high school facility. District high school students are known to strongly object to "going back" to a lower grade school to take classes.

What other factors might be involved in the "dumping ground" stigma which the district's vocational education programs carry? How can the new director work to change this stigma and increase enrollments in the district's vocational programs? What arguments can be raised for and against the director attempting to do so? What roles might be played by vocational teachers, other district administrators, and the advisory committee? What affects might the initiation of a district vocational education program for the gifted have on this situation? What affects might the director's efforts to meet requirements for handicapped, disadvantaged, and limited English speaking ability (LESA) students have on this situation? What courses of action can the director follow to improve the status of the district's vocational education programs?

### C.9. Staff Participation In Planning

The vocational education division of a K-12 school district is preparing for an on-site visitation by the state education agency and has just completed its self-assessment. One of the concerns which has been raised by some staff members is that the vocational education director has not involved them in the development and writing of the district's annual and long-range plans for vocational education. In fact, many staff members have not seen or been informed about the contents of the district's annual and long-range planning document for the current year. Some staff members and the vocational director seek greater staff involvement in preparing the planning document for the coming year. Other staff members are indifferent or resistant to greater staff involvement.

How can the current planning document be used with staff members to prepare for the on-site visitation by the state agency? How can the vocational education director effectively involve staff members in preparation of the next annual and long-range plan for vocational education? How can the indifference and resistance of some staff members be overcome and the cooperative energies of the other staff members be well-utilized?

## D. PUPIL PERSONNEL SERVICES

### D.1. The Guidance Staff Ignores The Vocational Education Students

The high school director of vocational education has established a goal of improving the guidance services offered by the school with respect

to vocational education programs, students, and potential students. The director's specific goals are to: (1) develop a more effective system of placement of students in vocational education programs and classes through the guidance office; (2) develop procedures for monitoring vocational education enrollment data through the guidance office; and (3) develop procedures for completing follow-up studies of students through the guidance office as well as other required student-related reports.

The director feels that provision of these services through the guidance office would be both appropriate and consistent with guidance services already being provided to the academic program. But the guidance staff feels that their responsibilities are to the academic program and that the vocational program is separate from the main school. The staff also feels that they are already overburdened with work and that the vocational director was hired to direct the whole vocational program and should therefore provide any needed guidance services. Some members of the guidance staff also feel that academic students should be discouraged from electing vocational courses.

Are the director's goals reasonable? What are the merits of the director's views as opposed to the views of the guidance staff? What factors should the director consider in deciding what actions to take? What course of action can/should the director take in this situation?

### D.2. An Administrative Conflict: Should The Schools Assist Students In Finding Jobs?

The district director of vocational education and the assistant superintendent for curriculum and instruction have a conflict in views on

the proper role of the schools concerning student job placement. The director of vocational education believes that the schools should train vocational students in job skills, teach them job-seeking skills, and assist them in finding jobs related to their areas of vocational training. The assistant superintendent believes that the schools should train vocational students in job skills and that they should then find their own jobs; job placement is not a proper function of the school.

In the past, the director's views have prevailed and the district's vocational programs have included instruction in job-seeking skills and intervention in job placement. However, with declining enrollment and increased school costs, this practice has come under increasingly close scrutiny. The assistant superintendent is now proposing that the budget for the next fiscal year should reflect cuts in these aspects of the vocational program.

What are the merits of the different views of the director and assistant superintendent? What factors should be considered in resolving this conflict? Should availability of funds be the determining factor? What specifically can the director recommend to resolve the situation? What course of action should the director take concerning the different views and the proposed budget cuts?

### D.3. A Guidance Counselor's Error

A district vocational administrator is responsible for assuring that applicants to a very popular vocational program in the district high school are selected in a fair and objective manner. It was brought to the attention

of this administrator by a student that the student had been unjustly denied admission to the program.

The administrator investigated the student's complaint through a check of school records and contacts with program personnel. Ultimately the denial of admission to this student was found to have been caused by an error on the part of one of the school's guidance counselors. The student's complaint was not received by the administrator until after letters of acceptance to the program had been sent out and there were no places left in the program.

Should the administrator take any action in this situation? What alternatives should be considered to resolve this problem? What are the major points which can be raised for and against choosing any one of these alternatives? What specific course of action should the administrator take?

### D.4. Enrollment of Minority Group Students In Vocational Education: Opportunity or Disadvantage?

The administrator and staff members of the vocational program in a large district have shared a sense of pride in the quality of their program. With the cooperation and assistance of both minority and non-minority guidance and vocational staff members, a large number of minority and non-minority students have been encouraged to enroll in coursework in the different vocational areas. Partly because of the program's overall high job placement rates, the program has also enjoyed the support of the community.

But a minority candidate for the district school board has raised serious questions about the district's vocational program and in so doing has focused the attention of the community on the schools. In essence, the minority board candidate has charged that the district's minority students are heavily concentrated in lower grade level programs and programs for potential school dropouts; that few minority students are enrolled in advanced vocational coursework; and that even fewer of these students actually complete the program and find employment in the areas for which they are trained. The candidate has further charged that, because of inappropriate early identification, many minority students are inappropriately counseled into vocational programs; are denied the opportunity to participate in academic and professional preparation programs; and thus ultimately are underrepresented in the non-vocational employment areas.

Although taken somewhat by surprise by the minority candidate's charges, the vocational administrator is quick to conclude that the issues raised are serious and potentially valid and that they require a thoughtful response from the district's vocational program staff. But the administrator's attempts to initiate discussion about these issues are met by resistance and dismay on the part of the guidance and vocational staff members. They feel that the candidate's criticisms are unjustified and that they should not jeopardize their programs and students by changing the program counseling and other services provided to students.

What issues are raised in this situation? What are the merits of the minority board candidate's views as opposed to those of the district's minority and non-minority guidance and vocational staff members? What position should the vocational administrator take on the issues raised?

How can the administrator encourage the guidance and vocational staff members to see these issues from an unbiased perspective? How can the administrator facilitate any necessary changes in program counseling and other services provided to district students? With what other aspects of the situation should the administrator be concerned? What courses of action should the administrator pursue?

### D.5. Restoring Minority Community Members' Faith In Vocational Education

The district director of vocational education has always been mindful of the belief among students, parents, teachers and guidance personnel that "good" students don't enroll in vocational education programs. A recent affirmative action program has made this belief especially disruptive to student enrollment in vocational education programs in the district.

A group of engineering firms in the area has banded together to encourage "early identification of future engineers" from among minority students. These firms have publicized the program and support it by providing on the job training for future engineers. Students are encouraged to take academic coursework in the high school and to augment their academic training with the technical experience gained through the on the job experiences provided by the engineering firms.

While this program has been successful in helping minority students choose a career in engineering, it has furthered the belief in the minority community that their children should avoid enrolling in vocational education coursework. The result is that the vocational education program has suffered declining enrollments, especially among students who would profit

from launching a technical career through vocational education coursework at the high school. The vocational director realizes that something must be done to restore faith in the utility of the vocational education program but is undecided about how to proceed.

How can the vocational education program be defended in the face of the sensitive issues that surround the belief that minority students are tracked into vocational education programs against their best interests? What roles should the vocational director, other administrators, and guidance and instructional staff members play in confronting these issues?

## E. ARTICULATION OF PROGRAMS AND SERVICES

### E.1. Facilitating Cooperation Between The High School And The Area Vocational Center

An important problem facing some area vocational centers is a lack of cooperation among some member district high school personnel in preparing students for participation in the vocational center's programs. Students who would benefit from vocational training are not always allowed or encouraged to participate in programs at the area vocational center. As a result, some of these students complete only the high school academic program while others drop out of school.

Also, some students who do begin study in area vocational center programs do not graduate because of their low levels of skill in such basic areas as grammar, vocabulary and mathematics. Skills in such areas are necessary for students to become employed in, for example, the secretarial field and the machine trades. There is often disagreement between the

high schools and the area vocational center as to who has responsibility for teaching basic skills as well as the level of skill required to succeed in these vocational education programs.

How can the director of the area vocational school facilitate better cooperation between the high schools and the area center in the best interests of the students?

## E.2. A New Area Vocational Center Threatens To Destroy A High School Program

Ten high school districts have formally agreed to form an area vocational center (AVC). Nine of the districts are quite small (under 750 student population) and one is a larger district (2500 student population). While all of the districts have fairly contributed to the establishment of the center based on the size of their student populations, the larger district has contributed by far the largest amount, $500,000. The present vocational program at the large school has a reputation for being an excellent comprehensive program and includes nine of the thirteen programs that the vocational center will be offering.

The large district's commitment to the area vocational center has caused the district's vocational director and vocational teachers considerable concern. They fear that the success of the area center will force their own school vocational programs to be discontinued. They fear the loss of their own jobs in the near future, even though the school board has indicated this is not expected to occur. The district vocational director and teachers are frustrated and confused and resent staff members from the vocational center coming to their school to recruit future students for the center.

What can the area vocational center director and the district vocational director do to facilitate cooperative working relationships between the large district and the center? Can and should the large district's own vocational programs be maintained? If so, what actions can be taken to preserve the quality of the large district's vocational program? If not, what is the district's responsibility to the existing vocational education staff and students who will not attend the vocational center?

## E.3. Declining Enrollments At The Area Vocational Center

The student population of an area vocational center stabilized after three years of operation at nine hundred students. For five years thereafter, the number of students did not change more than 2%. In the last year, however, the student enrollment declined 12%. When the director of the area center surveyed the six feeder high schools, it was discovered that students in three of the high schools are being encouraged not to attend the area center. This is occurring because of staff members' fears that declining enrollments at those high schools would cause them to lose their jobs if students continue to attend the center.

The vocational center director is concerned about this problem on two levels. First, the director is concerned that students who participate only in local district programs will not receive the quality of specialized training available to them at the center. Second, the director is concerned that reduced enrollment at the area center will force the center to terminate some of its own staff members.

What factors should the area center director consider in developing

an improved program of articulation with the feeder high schools? What specific actions would the director need to take to implement such a program? What roles should the high school principals and guidance counselors play? How can the director calculate the effects of declining enrollments in the center on the per capita costs for each center student? Should the director assume that the center may continue to experience declining enrollments and develop appropriate short and long-range contingency plans? Should the director try to prevent this from occurring given declining enrollments in the member districts? What alternatives does the director have?

### E.4. The Best Way To Improve Area Vocational Center Program Articulation

The director of the area vocational center has held this position for five years. The director is responsible to a board of governors comprised of superintendents or their delegates elected for staggered two-year terms by the member districts to represent all the districts in the governance of the center. The director has generally been very well regarded by the center's board members.

The current board has told the director that they are concerned about improving articulation of programs and services between grade levels within the center, between the center and member districts, and between the center and various external agencies, including CETA, local community-based organizations, and the local community college. The director agrees that this articulation of programs and services does need to be improved. The director has also indicated an intent to do so by increasing the number

and quality of direct personal contacts between the center and the schools and other agencies. Personal contacts and interaction are seen by the director as the "heart" of quality programs. The board has suggested informally that a detailed written plan for articulation of programs and services should be developed as soon as possible.

What responsibility does the director have to the board in this situation? What are the merits of the director's and the board's views on improvement in articulation of programs and services? What actions can/should the director take in this situation? What sequence of activities and events would need to be included in a long-range plan for comprehensive articulation of vocational programs?

### E.5. The State Education Agency Consultant's Misjudgment

The high school vocational education director and staff have undertaken a revision of the sequence of courses in the home economics area. In formulating the revision they have incorporated the advice of a consultant from the state education department. The director and vocational staff worked for a full year to formulate the changes and have grown enthusiastic about the potential of the new sequence of courses for providing a substantially improved program for the high school students.

The plan, when fully formulated, was sent to the state for approval and to everyone's surprise the state education agency declared the revised sequence to be unacceptable. The person in the state education agency responsible for reviewing annual and long-range plans further advised the vocational education director that the state consultant's advice was

in error. The vocational teaching staff is now angry and feels that a year's work has been wasted.

How should the vocational director deal with this situation? Is there any way that the work of the past year can be saved? Can the enthusiasm of the staff be recaptured? Are there any avenues for expressing dissatisfaction with the state education agency policies and procedures which produced such an unfortunate series of events? How can an effective working relationship between the director and the state education agency be established and maintained?

## F. EQUITY ISSUES

### F.1. Identifying Special Students

One of the responsibilities of the building vocational director is to supervise the process of identifying disadvantaged (D), handicapped (H), and limited English speaking ability (LESA) students within the building. This is done through the guidance department by means of counselor referral, interpretation of test results, and parent contact. Also, these students must be identified in the school's data processing records and/or in teacher grade-books. The purpose is two-fold: (1) to identify appropriate services for the student; and (2) to complete reimbursement forms for the state.

In a short meeting in September the staff personnel responsible (Guidance Department Chairperson and the Director of Data Processing) were

briefed on procedures and the due date by the building vocational director. Everyone was in agreement on the procedures and work schedule that needed to be followed to meet the due date.

It is now the day before the agreed upon due date. The building vocational director has learned that no work on the assignment has been completed by the guidance chairperson and director of data processing. But the building vocational director must still submit the required information to the district director three days hence.

What actions should the building vocational director take to resolve the immediate problem? In what way if any should the district vocational director be involved in resolution of this problem? What if any lines of communication need to be established between the district director, the building director, the guidance chairperson, and the director of data processing? What actions could have been taken to avoid the occurrence of this problem? What actions should be taken and by whom to avoid recurrence of the problem in the future?

## F.2. Problems With Mainstreaming In Vocational Education Classes

The director of vocational education is responsible for providing vocational education services (as appropriate) to handicapped, disadvantaged, and limited English speaking ability (LESA) students. Of particular concern to the director are the following: (1) procedures for identification and appropriate placement of handicapped, disadvantaged, and LESA students into vocational education programs; (2) delivery of appropriate

educational services; (3) periodic evaluation of services and student progress; (4) safety procedures for and by handicapped students; (5) procedures for funding of these students in vocational classes or programs; and (6) quality of participation of the vocational staff in the above.

The director needs the full and informed cooperation of the teaching staff in order to meet responsibilities to handicapped, disadvantaged, and LESA students, but the staff seems somewhat uninformed about them. Few staff members have raised legitimate concerns about having these students in their classes, including concerns about safety around dangerous equipment, the needs for more direct teacher supervision of students, needs to adapt curriculum, and needs to accept different student performance standards, all without additional help for the teacher. Several staff members also appear to be unsympathetic toward these students and the director's needs for their assistance. Problems have included teacher lack of awareness of unique safety needs, refusal to accept students into class, failure to attend to identification and counting of students for funding purposes, and failure to provide appropriate educational experiences.

What factors should the director consider in deciding what actions to take in this situation? What course of action should the director take to capture the attention and support of the staff members? What sequence of events and activities should be included in a comprehensive long-range plan to meet the director's goals for serving handicapped, disadvantaged, and LESA students?

## F.3. Should Both Males and Females Be Dental Assistants?

An administrator of an Area Vocational Center (AVC) health occupations program encountered a problem while working with the advisory committee. The advisory committee recommended establishment of a dental assistant program. The administrator, staff, and students of the Area Vocational Center were in favor of this program. They thought it would be a strong addition to their health occupations program and would interest many students.

A survey of the dentists in the districts served by the AVC indicated a need for persons trained in this field. However, the dentists surveyed indicated that they would be unwilling to hire a male dental assistant, even if he were well-trained and capable. Males could not be excluded from the proposed dental assistant program because Title IX prohibits establishment of a sex discriminatory program. Loss of federal funding might be the result of such a practice.

What position should the administrator take on training male students for positions that may not realistically be available to them in the geographic area? What specific actions should the administrator take with regard to both the proposed program and relationships between the AVC and potential employers? Would there be any legitimate reasons for the administrator to take a different position or actions if this situation involved female students and a program area with a traditionally high enrollment of male students?

## F.4. Faculty Reassignments To Aid Integration Efforts

The vocational department chairperson in a large inner city comprehensive high school was informed one week prior to the beginning of the school year that the Board of Education had decided to integrate the high school staff by assigning minority faculty by lot. As a result, three of the school's most experienced vocational education teachers were replaced by inexperienced minority persons, effective as of the first day of school.

This particular high school has had a "bad" reputation in the community. The new minority faculty have added fuel to the community relations fire by labeling the department chairperson a racist. They have also complained to the principal and in the community that the chairperson has been using inappropriate materials, doesn't understand students, and is both insensitive to student needs and disrespectful toward their speech and behavior patterns. The department chairperson thinks that this criticism is unfair and unwarranted. In fact, for the past five years, the principal has evaluated the chairperson's performance in the position as "outstanding".

What factors should the chairperson consider in determining how to respond to this situation? What specific actions should the chairperson take and why? In what ways if any should the principal and the district vocational director involve themselves or be involved by the chairperson in this situation?

## F.5. Evaluating Teacher Performance With Respect To Title IX

The principal of a grade 7-12 building in a small rural district is also district director of vocational education. A male industrial arts teacher in the school accepts both boys and girls in his classes, but the girls typically drop out of the program after about two weeks of classes. Substantial numbers of these girls have reported that the teacher deliberately intimidates them and does not provide them with the same instruction or assistance as he does the boys in the industrial arts classes.

The teacher in question has eight years of experience in the district and is tenured. Prior to the mandates of Title IX forbidding sex discrimination, the teacher was given superior teacher evaluations and his students, all male, excelled in industrial arts skills. In the past few years, he has been accused of discriminating against females. The principal originally attempted to handle the situation informally, but the principal has now given the teacher an oral and written reprimand because of his failure to uphold the spirit and intent of Title IX. The principal has also begun the formal personnel remediation process. But the female students continue to complain about the teacher's instruction and the boys in his classes continue to excel as a result of his instruction. Unlike this teacher, two other teachers have been accused of sex discrimination but have responded favorably to remediation.

Should the principal/director continue a process of disciplinary action with respect to the teacher and if so what procedures should be followed? If the teacher shows no inclination to remediate, should termination be considered? If so, what specific procedures should be followed?

## F.6. Preparing A Presentation On Sex Role Stereotyping

At a regular monthly meeting of the administrators of a K-12 district there was a long and thoughtful discussion about sex role stereotyping and the effects of such stereotyping on the district's educational programs and staff. Of particular interest to the district director of vocational education was a portion of the discussion about both children and teaching staff who function in areas usually dominated by the opposite sex. Men who teach business education and boys who study business education subjects were discussed. Also, females who study and/or teach in shop areas were mentioned as causes for discussion by their peers and even parents. As a result of this meeting, the superintendent has asked the district vocational education director to prepare a presentation for the next administrators' meeting. The superintendent has specifically requested that the director present information and materials which will help building principals deal with sex stereotyping by staff, students, and parents.

Where and how can the director obtain information and materials to use in developing and making this presentation? What assistance might be available within the district and from the regional agency, state agency, other public agencies, and private agencies? What actions can the director take to obtain and utilize the assistance of district staff and external agencies? What modes of presentation might the director utilize? What major points of information should the director include in the presentation?

## F.7. A Female Teacher Is Passed Over

It was announced to the high school faculty one morning that both the principal and assistant principal would be absent from the building during all of the following week and that the physical education instructor had been asked to act as principal in their absence. The physical education instructor is male and is also the football coach. He is working on a Master's degree in physical education, has six years of teaching experience, has no administrative training or certification, and is relatively unfamiliar with the day to day routines of the high school office.

By contrast, a female home economics teacher in the school holds a Master's degree in guidance, has earned twenty graduate credit hours in educational administration, has fifteen years experience as a teacher, and has completed a comprehensive administrative internship with the principal. It is this teacher's judgment that the choice of the physical education instructor to serve as principal reflects the principal's gender bias and bias against the field of home economics, an area which the principal has stated is not very important or prestigious in the overall school curriculum. The home economics teacher agrees with the district vocational director that it is important for all qualified and interested vocational educators to have opportunities to become administrators.

How can the home economics teacher give expression to these concerns? Should the district director be made aware of this situation? On what grounds might the selection of the physical education instructor to be acting principal be justified? What actions can/should be taken and by whom in this case?

### F.8. Should Big John Go To College?

According to the high school guidance counselor, John, an extremely large nineteen year old male, would function best in a vocational program. His grades, achievement test scores, worker trait evaluations, vocational and career placement tests, and teacher evaluations all confirm this judgment. When John's parents were advised that he should pursue vocational education coursework, they expressed the view that they were bitterly opposed to this course of action. They believed that this would downgrade John's self-image and his image in the eyes of his friends and instructors. They believed, further, that John should go to college and that vocational education courses would not prepare him for college work. John has expressed an interest in taking some shop classes in the high school.

Should the high school staff try to influence John's parents' judgment? What data should be made available to the parents and by whom? How should the parents be contacted and approached? What kinds of follow-up activities should be pursued by the staff? What role should the vocational director play in this situation? What major issues in vocational education relate to this situation?

## G. THE ADMINISTRATIVE ROLE

### G.1. Double Duty: Teacher and Administrator

Declining enrollments and reductions in force in a mid-size metropolitan school district have produced some double assignments for district administrators and other professional staff. The principal of McKinley Junior High

School, a former business teacher, also serves as Director of Vocational Education for the district and is thus frequently absent from the junior high for extended and at times unpredictable periods. One of the building's vocational education staff members, a woodshop teacher whose classes end at mid-morning, also serves as assistant principal and as acting principal in the absence of the principal. Because of instructional obligations and concerns for student safety, the assistant principal is not able to leave the classroom until woodshop classes end at mid-morning each day.

On one of the days that the principal was absent from the building, three children were caught throwing snowballs at the school buses and arriving students. A teacher brought them to the office and told them to wait for the principal. The school secretary dismissed them a few minutes later and told them to go to their classrooms. Instead, the children left the building unseen. They were soon missed but the assistant principal was not immediately free to leave the classroom and was not sure of procedures to follow to deal with the situation. Upon being informed of the situation, the principal notified parents and police and began a search for the children. Ultimately, the children were found unharmed. The parents and principal agreed that, as their school punishment, the children would be required to stay after school for one hour every day for two weeks and be released only to a parent. The assistant principal was assigned to supervise the children after school each day for the two-week period.

How might the administrative situation be perceived in the eyes of both the principal and the assistant principal? What actions might both the principal and assistant principal suggest to improve the situation?

In what ways might the district be at risk legally under these conditions? Should the assistant principal be considered to be more a teacher or a member of the administrative team? In what ways might the negotiated contract between the Board and the Local Teachers' Association affect this situation? What specific steps should be taken by the principal/vocational director to improve the situation caused by double assignments?

### G.2. Assigning District Duties To The Vocational High School Principal

A school district does not belong to an area or regional vocational center but instead has its own vocational high school. The principal of this school reports to the district assistant superintendent in charge of adult and vocational education. The assistant superintendent has resigned and the school board has decided not to fill the position. Instead, the board is considering assigning the duties of the assistant superintendent to the principal of the vocational school. These duties include management of adult and vocational education, Title I, Title IV, Special Education and Transportation.

What costs and benefits to the district's vocational education programs might ensue if the board assigns the duties of the assistant superintendent to the principal of the vocational high school? Under what conditions might this assignment be adventageous and disadventageous? What position should the principal take on being assigned these extra duties? How should the principal react if the duties are assigned over the principal's (stated or unstated) objections? Should the principal take any action to influence the board's decision in either direction?

## G.3. Why Aren't There Thirty Hours In The Day?

A major part of the vocational education administrator's responsibility is keeping abreast of current events and innovative programs in vocational education at local, state and national levels. It is also the administrator's responsibility to meet and keep contact with many people working in the vocational education field. These responsibilities are typically met through participation in professional organizations and conferences.

The time and energy commitment required to meet these and all other administrative responsibilities is heavy. The administrator may also experience frustration and feelings of guilt when time is taken away from daily tasks to attend meetings and conferences, no matter how beneficial they may be. In addition, the administrator's absence from the district on these occasions may be misunderstood or questioned by others in the district.

How can the vocational administrator control use of time so that all responsibilities can be effectively met? What activities can/should be given priority? How can the administrator determine which activities will yield greatest benefits? How can the administrator become part of the informal information system? How can the administrator determine what information is appropriate and best communicate information to staff?

## G.4. Who Is In Charge: The Building Principal Or The District Vocational Director?

A large suburban comprehensive high school has a new building planning committee for vocational education instituted by the new district director

of vocational education. Members of the committee include the chairpersons of the departments within the building which offer vocational programs which are reimbursed through the state education agency. The district director of vocational education meets with the building committee regularly and acts as the committee chairperson. The district superintendent feels that vocational education should be provided but does not give it high priority for the district.

The members of the building planning committee, all department chairpersons, are from the "old guard" and apparently resent the new director. They have resisted performing new duties which the director feels are necessary for the building programs to operate effectively. The committee members have indicated that they are responsible to the building principal and that the principal should define their duties. Although not a member of the committee, the building principal has repeatedly been invited by the director to attend the committee's meetings. But the principal has refused to attend.

What factors should the district director of vocational education consider in determining what actions to take in this situation? How can the director develop better working relationships with the department chairpersons and the building principal? Should the director consider taking action to establish authority over the chairpersons? What would be the costs and benefits of the director's alternative courses of action? What specific actions should the director take?

## G.5. Should The District Vocational Education Director Stay Home More Often?

The district director of vocational education believes that it is a major responsibility of a director to be involved in professional organizations and to lobby or influence state and federal legislative processes on behalf of vocational education. During the current fiscal year, the director has been absent from the district from three to five days per month to pursue these professional activities. The director feels that all other responsibilities of the position have been well-met during the year and has budgeted travel funds to support continuation of these activities for the next fiscal year. The director has had the freedom to schedule outside activities without specific approval for each absence.

The district superintendent believes that all district staff members, including the vocational director, should be on duty in the district at all times with only occasional exceptions to conduct business outside the district which clearly and directly relates to the district. The superintendent has been aware of the director's absences but has grown increasingly dissatisfied with the perceived loss of services and costs to the district which these absences have caused. The superintendent has disapproved the director's budget and stated that all future such absences for all district staff must be approved by the superintendent on an individual basis.

What legitimate arguments can be made both for and against the positions of the director and of the superintendent? What actions can/should the director take in this situation? In what ways might the degree of availability of soft or grant monies to support the director's travel influence the positions of the superintendent and director? What alternatives does

the director have if the superintendent continues to object to the director's travel?

## G.6. Grants Are Great! But Who Does The Work?

The district director of vocational education has a reputation for being extremely competent in the art of obtaining soft (or grant) monies to support district vocational programs. The district has benefited from the infusion of these soft monies by being able to purchase better equipment, hire additional staff, serve more students better, and improve the quality of programs. The director's own salary is being supported at a 55% level by soft monies during the current fiscal year.

But each soft dollar that the district has received has carried with it added responsibilities to both expend the money according to conditions stipulated by the funding source, to maintain records of expenditure, and to properly articulate soft monies and stipulations with those for hard monies. These responsibilities have been added to all the ongoing other responsibilities of the director. The director is now questioning whether to attempt to increase, maintain, or decrease the current level of soft monies to support vocational education in the district for the next fiscal year. A major factor which is influencing the director's thinking is whether or not the director can reasonably expect to add new responsibilities related to more soft monies without being relieved of other ongoing duties.

What are the major issues raised in this situation? What other factors should the director consider in determining goals for obtaining soft monies? What actions can/should the director take? How could a decrease in the

current level of soft money support be implemented without damaging the district's vocational programs?

## G.7. The Director Relates To Other Administrators

It is the responsibility of a particular vocational education director to administer all district vocational education programs, to coordinate district usage of the area vocational center, and to participate as a member of the district administrative team. The director perceives that other district administrators, including those at central office and building levels, have relatively little interest in or knowledge of vocational education and are not sympathetic to what the director sees as the special needs and responsibilities of the vocational director's role.

The director has also observed that this situation has influenced decisions about and ultimately had a negative impact on vocational programs in the district. Further, the director's credibility as a full-working member of the district administrative team has been questioned by other members on at least three occasions. The director is now determined to improve working relationships with other administrators in the district for both individual professional reasons and in the interests of the district's vocational programs.

What factors should the director consider in attempting to improve these working relationships? Why might other administrators be unsympathetic to "the special needs and responsibilities of the vocational director's role"? What are these special needs and responsibilities? How might the director work to improve credibility as a member of the administrative team? What specific actions should the director take?

## G.8. Responding To A "Sick-In"

The Local Teachers' Association (LTA) of an area vocational center has for several years been petitioning the Board for recognition and a negotiated contract. The Board over the years has denied this request, although they seem to have been growing more receptive to the idea. Members of the teachers' association on the other hand have become angry about the long wait and current absence of both recognition and a contract.

The teachers' association requested recognition yet again but the request was again denied by the Board. The following day the association held a "sick-in" which caused all area center classes to be cancelled for the day. The director of the area center feels that the teachers need support for their request and for their actions related to the "sick-in". But the director is responsible to the Board and is a member of the management team. The director also feels uncertain about a director's proper role in this situation with regard to both the Board and the teachers' association.

What actions can/should the area vocational center director take on the "sick-in"? What actions can/should the director take to bring the Board and local teachers' accociation to agreement on this important issue? In what ways should being a member of the management team influence the director's thinking and actions in this situation? In what ways if any might the director's actions be different in this situation if the Board were a lay board as opposed to a professional board?

## H. FINANCE OF VOCATIONAL EDUCATION

### H.1. Use Of Vocational Reimbursement Funds

One of the responsibilities of the Assistant Superintendent for Instruction is to determine the distribution of the vocational education reimbursement funds within the school district. The Assistant Superintendent's recommendation to the Board of Education correctly states that the only way to accept vocational education funds is to put the money into the General Fund. If there are some definite vocational education needs, a purchase order may be written and the money distributed from the fund. There is no set percentage of funds allocated for any particular vocational area.

An on-sight evaluation by the State Board or Office of Education is conducted in the Spring. Discussion of the use of vocational reimbursement funding is conducted with each of the chairpersons of the vocational areas and they assert that they get very little benefit from the vocational reimbursement.

How can the Assistant Superintendent justify and explain the method of allocation and use of funds to the State Education Department evaluators, the Board of Education, and the department chairpersons? What position should be taken by the Assistant Superintendent on such issues as: (1) generation and return of funds to individual departments; (2) excess costs of providing some vocational programs; and (3) priorities for distribution of funds? What alternative methods of distribution of funds among programs might be used and what would be the consequences of each? What should be the role of the vocational director in this situation?

## H.2. Purchasing Procedures And Budget Planning

The occupational coordinators in a community college are concerned over the purchasing procedures used by the college. When the coordinators' purchase requisitions specifying merchandise to be ordered are processed, the merchandise which is actually ordered by the college is frequently not the same as that requested, either in brand name or quality of the product. To add to the problem, the dollar amount shown on the purchase order is often not the amount actually paid by the institution because of price increases which occur between the time the merchandise is requested and the time it is received. The college has a policy that an increase of up to 10% over the purchase order price can be paid to cover such price increases. The college also operates on a quarterly budget update system. Therefore, the occupational coordinators usually have difficulty in determining the exact amounts of funds in their budgets until they receive their quarterly budget updates. This has hampered their purchasing practices and often resulted in overspending.

How can the coordinators be assured that the merchandise they request will actually be ordered? If other merchandise must be substituted for the merchandise requested, how can the coordinators be informed of the substitution before the purchase is made to insure that the substitutions meet their specifications? What procedures might be used that would help the coordinators know the exact amount of unencumbered funds in their budgets at all times rather than quarterly?

## H.3. Salary Discrepancies Among Teaching Staff

The director of an area vocational center is having a problem with staff about salaries. Due to the shortage of qualified teachers in some subject areas, the director has been forced to hire new staff members with provisional teaching certificates. In order to hire them away from industry, these persons have been placed on a higher salary than the certified staff. This discrepancy in salary has started to cause friction among the staff members. Certified staff are also beginning to demand higher salaries as a way to remediate the situation.

What actions should the director take to deal with this situation? How much freedom would the center director have to resolve this situation independent of the member districts? What role might the center's governing board play in this situation? What role might an Assistant Superintendent for Personnel from any of the member districts play?

## H.4. Dealing With Staff Cutbacks I

The local superintendent has made many cuts in the high school budget and program including cuts that affect the vocational programs. Although the Board and district administrators agree that the cuts are necessary and justifiable, many teachers believe that the cuts were made because the superintendent has an elementary education background and does not understand high school problems. Some teachers also believe that because several high school staff members are heavily involved in the Local Teachers' Association, the superintendent is "out to get" the high school teachers. The following changes have been made for the next school year:

1. A joint agreement with a neighboring school district has been modified so that the following courses will no longer be offered jointly: Shorthand, Home Economics I, Psychology for Living, Physics, and French. The joint agreement was originally designed as a cost-cutting measure.

2. Reductions in force of 1/2 to 1-1/2 positions in Business, Home Economics, Guidance, History and Science have been announced. All district publicity states that the cuts were made due to declining enrollment. Published data indicates, however, that enrollment at the high school will remain stable for the coming year.

3. Courses that have not been offered on an every-year basis, courses with low enrollment (less than fifteen), and other selected courses (for example, General Business and Speech) have been eliminated from the curriculum.

4. The total high school budget has been cut by 20%. These current budget cuts together with substantial budget cuts in the previous year and inflation have caused the school's current purchasing power to be the equivalent of approximately 50% of what it was only four years previously.

What roles can/should the high school principal, the building and district vocational administrators, and other district administrators play in helping the high school to deal productively with these budget cuts? What types of communication and interaction should occur between all these administrators? How can building and district level vocational education administrators best communicate with the vocational education staff about these changes? What factors would need to be considered in attempting to maintain the quality of district vocational programs? What

specific actions might be taken? What role can/should the advisory committee play in responding to these changes?

### H.5. Dealing With Staff Cutbacks II

The School Board has decided to cut personnel for the coming school year because of declining enrollments. Cuts are to be made in personnel in both vocational and non-vocational district programs. There is no "reduction-in-force" (RIF) clause in the negotiated contract agreement between the Board and the teacher's association. The vocational director has been asked to recommend the release of one of three tenured vocational instructors in the high school business department.

One instructor is the department chairperson and cooperative education coordinator. This instructor has taught at the school for fifteen years and has no other teaching experience. The instructor holds a Bachelor's degree in business; has completed eighteen graduate hours beyond the Bachelor's degree; teaches courses in general business and cooperative education; coaches track and golf; and is the school's ticket manager.

One instructor has taught at the school for nine years and also has no other teaching experience. This instructor holds a Bachelor's degree in business; has completed twenty-four hours of additional graduate credit; teaches typing, clerical office practice, business machines data processing, and marketing; has also taught courses in shorthand, general business and business communications; has considerably more business work experience than the other two business instructors; and is the high school's American Field Service Club sponsor.

One instructor has taught at this school for nine years and has three and one-half years of prior teaching experience. This instructor holds a Bachelor's degree in business; has thirty additional hours of graduate credit; teaches typing, shorthand, accounting and business law; has taught courses in business machines, clerical office practice and general business; is the school's Future Business Leaders of America Club sponsor; and is one of two minority instructors in the district.

How can/should the vocational director approach the problem created by the directive to recommend the release of one of these three staff members? What federal and state laws if any apply to this situation? What specific actions can the director take to determine which instructor is to be recommended for release from the district's employ? What roles should seniority, business work experience and the various other factors identified above play in the decision? What district policies should be established for the future to handle reductions in force?

## I. ADVISORY COMMITTEE, BOARD, AND COMMUNITY RELATIONSHIPS

### I.1. A Divided Board of Education

The district board of education includes members from various segments of the community. Although the board has frequently disagreed on a wide range of issues, disagreements have tended to be settled with a minimum of rancor and without long term negative effects on the district. But in this instance, the board has become seriously divided over issues related to

the district's vocational programs. This division threatens to grow deeper unless soon resolved.

Two board members, who are also influential in industry in the community, have taken the position that the school's vocational programs are ineffective and should be discontinued or deemphasized. They assert that the graduates of these programs are not desirable employees for local industry because they have been trained to follow rigid, and frequently outdated, work procedures. These board members also argue that industry would prefer to train rather than retrain its workers and wishes to hire high school graduates who are literate and skilled in communicating and working with others.

Other members of the board retort that the district has an obligation to provide vocational training for its students and that to not do so would be a disservice to those students who wish to pursue particular vocational occupations or who are not oriented toward the school's academic programs. These board members argue that the programs are effective in helping students to become competent in vocational areas and that they should receive increasing emphasis and funding in the future. The director has been asked to present the board with explanatory and evaluative information about the district's vocational programs and to respond to questions. The board expects to make a decision about these programs for the next fiscal year following this presentation.

What issues are presented in this case? What are the merits of the positions of each of the two groups of board members? What position should the director take when presenting before the board? How should the director

prepare for the meeting? What information should the director present to the board? What questions should the director anticipate? What if any contingency plans should the director be prepared to discuss? Can and should the director take any actions that might minimize the disagreement between the two sides?

## I.2. Working With An Advisory Group

The district vocational education director is responsible for three high schools, each enrolling approximately 1400 students. Each high school has traditional cooperative education programs. An advisory group has been appointed to advise the three high schools about their individual programs. Two advisory committee meetings are held each year, one in the Fall and one in the Spring, but these meetings seem to accomplish very little. The lay members seem to be reluctant to voice their opinions while the program coordinators are more vocal and dominate the meeting. For all practical purposes, the high school programs operate without benefit of input from the advisory groups.

How can the vocational education director involve the advisory group in activities that will encourage them to voice their opinions about the vocational education programs? How can the vocational director assist the program coordinators to work cooperatively with the advisory committee? What specific actions should the director take to ensure that the advisory committee has adequate input to the vocational programs?

## I.3. Relating To A Community College Board Member

A community college board member, who is working on a board committee year-long assignment to review student evaluation procedures in shop and lab courses, continually calls the college's dean for career education and asks that the dean supply certain related information to the board member. The board member generally expects that the requested information will be delivered on the day of the request or the following day. This practice has interrupted the dean's administrative duties as well as caused inconvenience by requiring the dean to deliver the materials to the board member's home. The president of the community college does not like administrators to give information to board members without going through proper channels. The president also wishes to be informed of all such requests prior to release of information.

How can the board member be informed of the proper channels to follow when requesting information and of the president's preference that those channels be observed? What roles should the dean and the president play in communicating with the board member? If the dean wishes to bring this matter to the attention of the president, how might this be done? What procedures might be followed for the board member to obtain requested information? What types of information about the college should be available to board members?

## I.4. The Advisory Committee Recommendation Is Ignored

The advisory committee has taken a very active interest in the educational programs of the area vocational center. One of the recommendations made by the advisory committee is that all the center's programs upgrade the laboratory components of instruction. A priority area identified by the committee is the horticulture program.

For three years in a row, the lawn and turf teacher has requested that laboratory components--specifically, a greenhouse and garden plots--be added to the program. For three years, this request has been channeled through the department chairperson, the vocational director, and the center's board and ultimately denied. The denial has been based on a claim of lack of funds, although the teacher and the department chairperson feel that the funds have been expended on other items, including laboratory materials for other program areas, which have been given higher priority by the director and the board.

What role can/should the advisory committee play in determining expenditures for the area center? What priority should be given to the recommendations of the advisory committee with regard to the horticulture program? What procedures can/should the department chairperson or the director follow to procure the requested laboratory components for the lawn and turf teacher? What procedures would need to be followed to procure any other goods or services within the area center?

## I.5. Motivating And Involving The Vocational Advisory Committee

The director of vocational education has experienced problems in establishing and maintaining vocational advisory committees. In addition to problems related to identifying and recruiting persons who are willing, able, and qualified to serve, the director has had difficulty in encouraging committee members to become actively involved in the work and business of the committee. Committee members have tended to feel that such involvement is neither necessary nor important.

The director on the other hand would like to utilize the talents of the committee members to benefit the vocational programs, particularly in the areas of evaluation of curriculum and decisions on equipment purchases. The director has determined that committee members would work more effectively if they could be encouraged to develop and become involved in activities and projects which they see as important and challenging and which would also benefit the vocational programs.

What strategies might the director utilize to encourage the active participation of advisory committee members in such projects? What kinds of projects might be seen as important and challenging? What kinds of guidelines would need to be established for the operation and work of the committee? How can the vocational education staff be prepared and encouraged to work effectively with advisory committee members? What courses of action should the director pursue to assist the vocational advisory committee to work effectively?

## J. VOCATIONAL FACILITIES AND EQUIPMENT

### J.1. Capital Equipment Investment Planning Requires Cooperation

A vocational education administrator has been hired to be the director of a new area vocational center to open two months hence. Among the director's many responsibilities will be that of management of capital equipment investments and inventory control. The director's experience in this area suggests that future staff members may balk at supplying the director with timely and relevant information so that these responsibilities can be met.

The director is particularly concerned about: (1) establishing priorities for capital investment that will be relevant to the status of capital equipment in business and industry, both immediately and on a long-term basis; (2) developing a systematic equipment replacement plan; (3) developing policy and procedures for resource planning and allocation with the member districts; and (4) providing for the cooperative participation of future program staff.

What factors should the director consider in attempting to meet these goals? What specific problems can be anticipated with respect to each of the goals? What actions can the director take to minimize the occurrence and effects of any such problems? What sequence of activities and events should be included in a comprehensive long-range plan to meet these goals?

## J.2. Who Should Maintain The Instructional Areas?

Who should be responsible for maintaining building areas used for vocational education instruction? The vocational teachers and the maintenance staff of an area vocational center have conflicting views on the question.

The teachers tend to feel that the students and teachers should take responsibility for cleaning up refuse and materials directly related to instruction in instructional work stations. They also feel that the maintenance staff should perform basic cleaning tasks in the area as well as minor repairs such as fixing broken outlets and replacing light bulbs. The maintenance staff tends to feel that their responsibilities end where the instructional areas begin and that teachers and the students being trained to "work" should take responsibility for maintaining the instructional areas. As a result of these differing views and the absence of adequately specific work guidelines, routine maintenance work in the instructional areas is deficient.

How can the director determine and communicate what work is legitimately part of the vocational instruction program and what work is properly a maintenance service? What actions can/should the director take to clarify and resolve this situation.

## J.3. Equipment For The "Girls'" Programs Is Unsatisfactory

The district director of vocational education has just been hired from outside the district. Because she is unfamiliar with district programs, she has undertaken a series of analyses of district vocational programs including an analysis of the equipment in use in the various training programs. It soon becomes clear to the director that the programs in the district which have traditionally attracted female students are severely underequipped. Sewing, cooking, and office equipment is old, in poor repair and not reflective of any of the new technologies in those areas.

The director has been informed that enrollment in these programs has been very low. According to the junior and senior high principals, the programs are staffed by teachers who are not enthusiastic and are unlikely to be responsive to the need to change their teaching even if new equipment is supplied. On the other hand, other district vocational programs have high enrollment and enthusiastic teachers and require for their continued success a continuing investment in capital equipment that could easily consume the whole capital investment budget.

Should the vocational education director attempt to invest in new equipment for the less popular, less well-taught programs which happen to have high female enrollment or should she invest capital equipment funds in the programs which are already successful? In either case, how can the decision be justified and communicated to the appropriate staff members? What other aspects of this situation should receive the director's attention? What courses of action should the director follow?

## J.4. The Vocational Director Plays Favorites With Capital Equipment

A high school principal has received repeated complaints from the vocational education teaching staff that the vocational director has systematically ignored requests for capital equipment in all the vocational areas except the area in which the director used to teach. While it is true that the director has established a superb auto mechanics program, all the other vocational programs are suffering for lack of proper equipment.

Whenever the high school principal has met with the vocational director to discuss the concerns of the staff, the director has maintained that, despite the misgivings of the other vocational education teachers, the investments in capital equipment for the auto mechanics program were long overdue, that the program graduates have been extremely successful in finding high paying employment after graduation, and that student interest in the program is at an all time high. The vocational education director has expressed the view that the vocational education teachers don't have the perspective necessary to make the hard decisions required to assure that the important programs are adequately funded and equipped. The principal has misgivings about these arguments but is even more concerned about the vocational director's seeming indifference to the growing resentment of the vocational education staff.

In this situation, are the principal and director appropriately performing their respective legitimate roles? What are the merits of their respective viewpoints? Should the director and the principal take any further action? In general, what avenues exist for teachers and other

administrators to call potential and actual problems to the attention of the vocational administrator? What can be done if the vocational administrator fails to respond to criticism? How should the equipment issue be resolved in this situation?

## V. LISTING OF PROJECT DOCUMENTS

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B. New Opportunities In Vocational Education Project Final Report: 1977-1978. Illinois State Board of Education, Division of Adult, Vocational, and Technical Education, Number RDE-B8-523. August, 1978. (Frederick P. Frank, Project Director).

C. New Opportunities in Vocational Education Project Final Report: 1978-1979. Illinois State Board of Education, Division of Adult, Vocational, and Technical Education, Number RD5-C9-112. August, 1979 (Frederick P. Frank, Project Director).

D. New Opportunities in Vocational Education Project Final Report: 1979-1980. Illinois State Board of Education, Division of Adult, Vocational, and Technical Education, Number R-35-40-X-0433-112. August, 1980. (Frederick P. Frank, Project Director).

E. Three Investigations In Vocational Education Administration: A New Opportunities In Vocational Education Project Supplemental Report. Illinois State Board of Education, Division of Adult, Vocational, and Technical Education. August, 1980. (Frederick P. Frank and Muriel Mackett-Frank, editors).

1. "Vocational Education Administration: A Model For Training And Access For Minority And Female Educators" (Muriel Mackett-Frank and Frederick P. Frank).

2. "Attitudes And Beliefs Of Vocational Educational Administrators In The State Of Illinois About Selected Affirmative Action Issues" (Frederick P. Frank and Conard L. Whilte).

3. "Attitudes And Beliefs Of Vocational Education Administrators In The State Of Illinois About Selected Issues Confronting Administration At The Local Level" (Frederick P. Frank and Conard L. White).

F. Vocational Education Administration: A Case Study Approach To Competency Development. Illinois State Board of Education, Division of Adult, Vocational, and Technical Education. August, 1980. (Muriel Mackett-Frank and Frederick P. Frank).

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